

Admin. 203: Planning & Rdgs.

Sources of ideas

P. Roberts paper

Utopia books, Du Bos

But & Brightest

Lewine

Mc Curdy

Ansaff, Mc Nichols, Pres's Reports, S. Bdo.

Green Books

University of Illinois at Urbana-Champaign

DEPARTMENT OF POLITICAL SCIENCE • 361 LINCOLN HALL • URBANA, ILLINOIS 61801 • (217) 333-3881

TO: A Select Group of Political Scientists and Other Scholars
Interested in Methodological Problems in Policy Analysis

FROM: Stuart Nagel

DATE: November 25, 1977

SUBJECT: The Policy Methodology Panel at the 1978 APSA Convention

Frank Scioli, the coordinator of the methodology panels for the 1978 New York convention of The American Political Science Association, has asked me to organize a panel dealing with "Methodological Problems in Policy Analysis". I am therefore writing to you to determine whether you might be willing to prepare a paper for presentation on such a panel.

The kind of methodological problems I have in mind are those illustrated by the way portions of some recent policy analysis books are organized. For example, Greenberger talks in terms of nine methodologies for policy modeling in his Models in the Policy Process (Russell Sage, 1976), namely (1) input-output analysis, (2) linear programming, (3) two-person zero-sum games, (4) probabilistic methods of operations research, (5) algebraic methods of operations research, (6) econometric modeling, (7) microanalysis, (8) land-use analysis, and (9) system dynamics. Zeckhauser and Stokey build their new book A Primer for Policy Analysis (W.W. Norton, 1977) around fifteen chapters as follows: (1) thinking about policy, (2) models: a general discussion, (3) the model of choice, (4) difference equations, (5) queues, (6) simulation, (7) Markov systems, (8) defining the preference function, (9) project evaluation, (10) discounting, (11) linear programming, (12) decision analysis, (13) public choice: to what ends?, (14) achieving desirable outcomes, and (15) putting analysis to work.

I personally like the organization used in the bibliography on "Policy Optimizing Methodologies and Applications" in the coming December issue of the Policy Studies Journal which talks in terms of (1) general literature, (2) optimum choice without probabilities, (3) optimum choice with probabilities, (4) optimum level analysis, (5) optimum mix analysis, and (6) time-oriented optimizing models. I also like the organization in the forthcoming book Nagel and Neef, Methodological Problems: In Social Science and Policy Analysis (Free Press, 1978) which builds on six chapters dealing with (1) determining an optimum level of statistical significance, (2) alternative prediction methods and criteria, (3) determining and rejecting causation, (4) combining and relating goals, (5) finding an optimum choice, level, or mix, and (6) deductive modeling.

Those lists of topics should be helpful in suggesting relevant ideas, I think it would be especially appropriate to emphasize an optimizing or satisficing perspective rather than a perspective that deals with the causes or effects of alternative public policies. In other words, the kind of perspective I particularly have in mind involves starting with a goal or set of goals of a governmental decision-maker and attempting to determine what policy or set of policies will maximize or at least satisfy those goals.

This kind of perspective has been prominent among economists, operations researchers, management science people, and industrial engineers, but not so much among political scientists or other social scientists. One purpose of organizing this panel is to summarize and stimulate this kind of research methodology among political scientists. This invitation letter is being mailed to non-political scientists as well as political scientists in order to increase the interdisciplinary interaction with regard to such research. There is a substantial possibility that we may be able to bring together the papers presented and others into a book dealing with policy optimizing models in one of the book series which the Policy Studies Organization has with Sage, Lexington, or Praeger. Sage Publications has also expressed an interest in possibly doing an interdisciplinary series of paperbound monographs on policy analysis.

I shall greatly appreciate your sending me a few paragraphs, a one-page proposal, or a tentative draft of anything you have in mind along the above lines. Sometime before the end of December, I shall write back to all those who offer a proposal indicating what ideas seem most appropriate in order to round out the panel with a maximum of coverage and a minimum of gaps and overlap. Papers not included on the panel may still be considered for inclusion in a possible symposium book on the subject.

I look forward to the possibility of hearing from you. I especially look forward to seeing the panel developed along with a possible book, and to observing the impact we might have in stimulating more policy analysis from an optimizing or satisficing perspective. Best wishes for a successful panel.

Jan 9, '78

Ideas

1. Execs. are specialized, too: finance, acctg, mktg, prodn, labor —
So are majors in admin. school.
Here, think as general mgr.
At top of big orgn.
Whole of small orgn.
2. Object of orgn. is synergy
3. Plng. is elite fr. CEOs, define mission over long period of time.

Play. & Policy, i-dear

1. Synergy.

List elements, from urban work.

These also apply to firms.

There are also elements of Δ returns to scale.

Combine inputs w. synergy in mind. Is fr. of impr.

2. Press conf. technique.

E.g., student assigned to give conf. on a reading,
be examined by others.

3. Macro play.

Link w. turnover & payroll concepts in McNichols
Use Ec. Report of President

4. PW play -- coordn. of parts; sequential growth etc. RMS.

Martin & Grossman?

Bus. plan. & pol.

Include info. on est. of scale, & direc.

Bus. or bus. needs policy re its size.

And, purpose of orgn. is synergy.

Why Johnny Can't Parler

Americans have always been chauvinistic about their language. "If English was good enough for Jesus Christ, it's good enough for me," a politician once remarked to H.L. Mencken. The salty columnist used the solecism to lambaste U.S. parochialism in the 1920s, and he would find plenty of similar opportunities today. Since the late 1960s, the study of foreign languages has been dropping steadily. Fewer than one in four students now take languages in high school, and registrations in college-level courses in French, German, Russian and Spanish have fallen by as much as 35 per cent. As student interest has declined, so has institutional support. Schools have eliminated languages in the drive to trim budgets, and many colleges have made drastic cuts in their language departments. "What's gone," says Richard Brod of the Modern Language Association, "is the sense that languages are indispensable to any educated person."

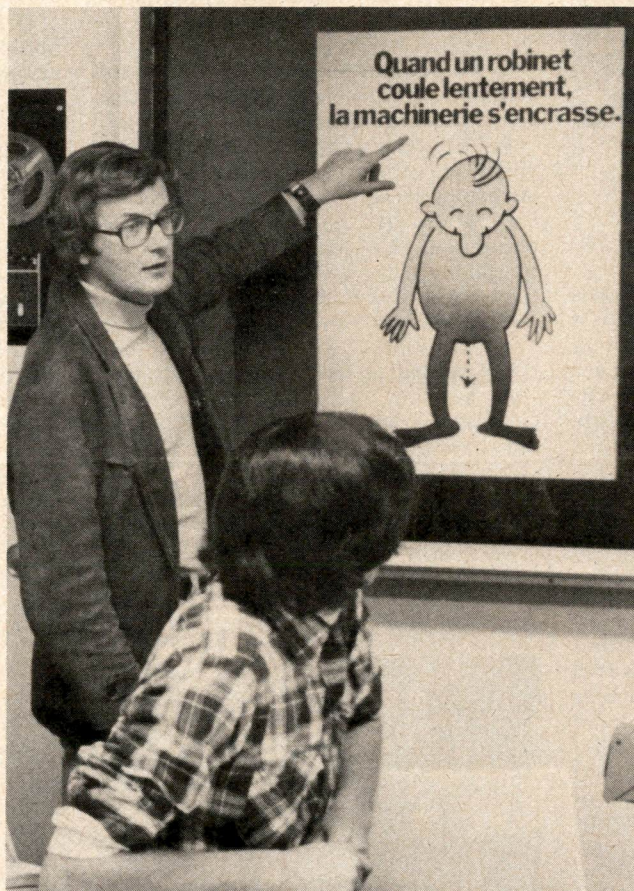
Members of the academic community have been warning about the decline for years, and recently they have won support from some powerful new allies. Multinational corporations complain that they can't find enough college graduates who are qualified for job openings abroad. A group of U.S. congressmen, led by Illinois Rep. Paul Simon, protests that in failing to encourage foreign studies, the U.S. is shirking its obligations under the 1975 Helsinki agreement, which called upon 35 participating nations to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples." Spurred by such complaints, President Carter has asked the U.S. Office of Education to establish a national commission to investigate the decline of foreign studies and make recommendations on how to reverse it.

Rote and Rigor: One significant cause of the decline was the trend, during the late 1960s, toward dropping language requirements from school and college curriculums. Only 10 per cent of all colleges now include language proficiency among their requirements for admission, and only 61 per cent make language study, usually just one basic course, mandatory for a bachelor's degree. No longer forced to endure the rote and rigor of traditional language courses, many students have happily abandoned the struggle altogether.

But those concerned with language

study warn that merely re-establishing the old requirements is no solution. The fact remains that most American schools have never taught languages well. In 1968, the peak year for student enrollment in college-level language courses, Harvard researchers studied the proficiency of language majors and found it "far from impressive"; the worst performers of all were those who planned to become teachers.

Bad teaching has turned off many a student. "It was a lot of repetitive non-



Eric Borg

Middlebury French class: A touch of everyday life*

sense," recalls Christopher Yerkes, a recent Harvard graduate who dropped French in his freshman year. "You spent an awful lot of time dictating little sentences into a microphone." Yerkes, who learned colloquial French during a summer abroad, thinks students would respond to language training "that teaches them to speak—and to comprehend those who speak as natives."

A number of experts agree, and on the commission's agenda will be a look at some new ways to teach foreign languages. At Dartmouth College, for example, Prof. John Rassias has been

*The ad, for a French mineral water, says: "When the faucet runs slowly, the system clogs."

packing students into language courses by combining rapid-fire oral drill with classroom theatrics. Beginning students spend two hours a day in class, where Rassias and his colleagues fire questions at them and even conduct mock press conferences in foreign languages. Tests administered at 200 colleges have shown that Dartmouth students are more fluent after twenty to 30 weeks than 90 per cent of language majors elsewhere are at graduation.

Middlebury College in Vermont has pioneered an "extended major," encouraging students to fuse concentration in political science, history or the arts with language work. Some spend several semesters abroad, studying their fields in the appropriate languages. Nine are now in Moscow, attending Middlebury's own Soviet branch and taking classes at the Pushkin Institute. Other students get intensive training in seven- to nine-week summer sessions. Middlebury's emphasis is not on literature or grammar, but on the use of a language in everyday life—from advertising to the sciences. "We know that most students are not going to earn their livings from languages," explains Roger Peel, dean of Middlebury's language schools, "so we emphasize their importance to other disciplines."

Contact: Most experts would agree with Peel that modern foreign-language study should be far more than old-fashioned courses in declension and literature. "Languages are no longer nonessential adornment for the 'nicely' educated," says S. Frederick Starr, secretary of the Kennan Institute for Advanced Russian Studies in Washington, D.C. Command of foreign tongues, he observes, is more and more necessary in politics, industry and commerce. "In the future, you're going to have to live in a monastery to avoid contact with foreign cultures," agrees William Voris, president of the American Graduate School of International Management in Phoenix,

Ariz., where corporations from around the world recruit graduates skilled in the languages and customs of other lands.

Whether the President's commission can produce more than just another forgettable White Paper remains to be seen. But critics of "creeping provincialism" insist that attention to the problem is long overdue. New emphasis on language study, they hope, will lead to expansion of international studies of all kinds—and to a realization by the American public that in an increasingly interdependent world, English alone is no longer good enough.

—MERRILL SHEILS with FREDERICK V. BOYD in New York and MARY LORD in Washington



Ledru—Sygma

Even the Communists sympathized

SATELLITE'

A. It's a very legitimate question that is now under study. But I've never seen it documented affirmatively. It's pretty hard to be more dependent than we are today. We are the most highly satellitized state, economically speaking, in the Western world.

Q. Wouldn't independence further jeopardize the Western nation-state by encouraging similar movements in Wales, Scotland, Brittany and the Basque country in Spain?

A. If, if, if. We can't govern our destiny with ifs . . . You've got to compare comparables. Scottish nationalists didn't wait for us to get going. Canada is two nations, two societies, two identities whether you like it or not . . . What we're doing is no different from what the nine European Common Market [members] are striving to achieve—a confederation while retaining their sovereign identities and prerogatives.

Q. What is the difference between political sovereignty and independence?

A. None. We're thinking of something like the original Benelux union of Belgium, Holland and Luxembourg. We are also flexible on a common currency and common monetary policy, but we won't negotiate that sort of arrangement until we have real bargaining power—such as our own central bank.

Q. Why not hold the referendum sooner and clear the air, rather than risk another year of business moving out of Quebec?

A. Because it wouldn't clear the air. It would lead to more confusion [because] the people are not ready. We are still doing our homework and the information is not detailed enough yet . . . So far, the exodus is not serious. It's the same long-

term trend we have witnessed from Montreal to Toronto and banking follows the action. The English Establishment in Montreal, dominant for 200 years, is spreading doom and gloom because some cannot adjust to the new realities. A few heavy hitters have left for New York, but this doesn't worry me . . . before we came to power, Quebec's unemployment rate was usually one and a half times the Ontario rate. So nothing has worsened.

Q. Would Quebec be viable as a completely independent state?

A. More so than the majority of U.N. members. In terms of GNP, Quebec would rank 23rd in the world. In per capita income, No. 11. In terms of potential material resources, we could be one of the most advanced and enlightened societies in the world.

Q. Do you feel President Valéry Giscard d'Estaing and other French leaders want Quebec to become independent?

A. The general trend of our discussions with our various interlocutors—both government and opposition—was that they would like to see us opt for independence. They were all sympathetic to the changes we are proposing because they dovetail with their own confederal perceptions for Europe's future.

Q. Does that go for the Communists, too?

A. Yes, we met with some French Communist officials and they, too, did not seem unsympathetic to our goals.

Q. What if you lose in the referendum?

A. We will have new elections by 1980. If we're not re-elected, the answer will be up to someone else. If we win, we will

try again—as many times as is needed to achieve our independence.

Q. Your Charter of the French Language—or Bill 101—makes French the province's only official language, although 1 million of Quebec's 6 million people are English-speakers. Isn't that the kind of intolerance one usually associates with authoritarian states?

A. Within the present federal system, we cannot change economic development as fast as we want. We can't use coercion. So we must promote our own language to overcome English dominance in our economic life, which is tantamount to a colonial setup. Nine out of ten newcomers to Quebec join the English minority instead of the 80 per cent majority of French. This we cannot tolerate.

Q. After independence, what sort of evolution do you foresee for Quebec's capitalist system?

A. Industrial codetermination, as we have seen in Scandinavia and in West Germany. Eventually labor and management as equal partners in the economy.

Q. To save Canada as a nation-state, why not a Swiss-type confederal cantonal system—French-, German- and Italian-speaking autonomous cantons coupled with three official languages at the confederal level in Bern?

A. If you mean the original, old Swiss confederal system, we would agree. But Switzerland has become more and more federal in its structure and the Swiss confederation has become a misnomer. Just bear in mind what the West Europeans are trying to do to bring about confederal links among nine nations and you will then understand what Quebec is up to. No more. No less.

Welcoming Lévesque home from Paris: Overcoming the 'English Establishment'

Montreal Star—Canada Wide



Admin. 203, 1977

Schedule

- Gaff. Objectives of Govt. Policy.
Feb. 2 Zerkhauser: Rufus Miles
7 "
9 "
14 → Mid Term.
16 → Stockfish
21 Clawson, & Klumperner; & Bentley-Tegarden
23 Ec. Rpt.
28 Davidson & Gaffney.
March 2 Bezdek & Hanson; Alonso
Gaffney, Dissec. in water law.
7 Newman & Hamoir. (Fr. ownership of U.S. land)
9 "
14 Haggood

Readings.

1. Anderson, James E., Public Policy - Making
Chaps 1-4
- ✓ 2 Economic Rpt. of the President. Book store
never got it.
- 3 Zeckhauser & Schaefer
- 4 Rufus Miles, Search for Identity of Grad. Schools of Public
Affairs.
- 5 Wm. Bradford, The Saltmaker
- 6 Frank T. Perine & Wm. Naumes, Organizational
Strategy & Policy, case of the S.B. Land Co.
- 7 R. Howerman & R. Howerman
- 8 Jack Stockfish, Incentives & Info.
- 9 David Haggood, The Average Man Fights Back
- 10 Klaus Banker, "27 Ways to Avoid Making Manage-
ment Decisions"

- 11 David Klempner, "Parable of the Allowable Pump Effect."
- 12 ~~A.O. Hi~~ Ec. Rpt. of the President.
(5 copies have been in & out)
- 13 Wm. Alonso
- 14 Clawson, "The Nat. Forests," Science, 2-76,
pp. 762-67.
- 15 Roger Bezdek & Bruce Hannon,
- 16 Gaffney, Objection of Govt. Policy in Mineral Leasing
✓ Diseconomies in Water Law
BMS (Alaska rpt.?)
- 17 Robert Levine, Public Planning
- 18 Hirschleifer et al., Water Supply
- 19 Foreign Investment in U.S. Land

Course Map - Modules

- 1 Public Policy Making - James Christensen
 - 1½ Role of the Generalist-manager-planner. Refus. Notes.
 - 2 Public Policy & Normative Econ. Theory - Richard Zeckhauser & Oliver Schaefer. ~~Planning~~ & Economics in Policy Formation
 - 3 ~~Planning & Info. Control in Policy Formation~~
Incentives & Info. - J. A. Stockfish. Info. control & policy making also the explorations case.
 - 4 Public Advocacy - Haggood
The S.P. landholdings case.
-
- 0 Learning policy report
 - ½ Pilot project papers. 1 info goals. Feedback. Conf.
-
- 5 ~~Planning in~~ Bureaucracies in Policy Formation & Implementation
 - 6 Planning for Full empl.
 - 7 Handling Time in Planning

Ideas, Cellmin. 203

1 Break course into modules.

Define each one as you go.

They master them in sequence. Individuals, repeat exams if needed.

2 State objectives of course - frequently.

What can student do after that he can't do before? How he assessed?

3 Self-selection of goals -- infer from their papers.

4 Indiv. Conf.

5 State principle

Give e.g.

Student then applies

6 Quick feedback (200 students come to board)

203 students summarize their papers, 10 min. each. Evaluate or at least comment.

7 Discussion groups - students discuss

8 Investigation in the community

9 Seminar - late in course.

10 Debates - Pollard Techniques

11 Get feedback from students, early & often.

designing feasible and useful evaluation procedures for the projects.

Disseminate results of successful instructional-development projects, both in published form and through personal contact.

(b) Provide consultation on instructional and evaluative issues to interested faculty members, departmental or Academic Senate committees, administrative bodies, and students.

(c) Disseminate to the campus community ideas, techniques, and strategies concerning teaching and learning.

C. *Resources.* Additional resources are typically necessary to support efforts to improve instruction, particularly for relatively major efforts. In terms of institutional commitment, the necessary additional resources include funds, some arrangement for administering the funds, various backup services for developing instruction (e.g., media services), and some arrangement for coordinating the development effort.

Sources of Information

Appended to this report is a Menu of Instructional Strategies and Techniques and an annotated list of selected references on teaching and learning in higher education. There is a database for UC instructional improvement projects that may be accessed from every campus. For information, call John Anderson at Santa Barbara, Ext. 3940.

Campus teaching resource centers which are known to the present Committee are:

Berkeley—TIES	Ext. 2-6392
Davis—Teaching Resources Center	Ext. 2-6050
Santa Barbara—Office of Instructional Development	Ext. 3341

Recommendation 3-1

Require each appropriate instructional unit (department, major, campus, etc.) to spell out in as clear and straightforward a way as possible its educational or instructional goals, and the means it has chosen to accomplish those goals. In other words, the instructional unit must show how the

plan has created the curriculum rather than vice versa.

Recommendation 3-2

Establish a systemwide agency to investigate and evaluate instruction on all campuses and all levels, develop possible mechanisms to evaluate teaching in various ways appropriate to each campus and instructional unit, provide research aid to solve particular problems when and where they arise, and develop a wide set of criteria for assessing the quality of instruction in personnel decisions.

Recommendation 3-3

Stimulate the improvement of education through use of various devices:

(1) *Provide rewards in the form of salary, promotion, and increased resource grants for demonstrated improvement in teaching.*

(2) *Provide for tailoring of term length to curricular unit (e.g., courses of variable length and intensity).*

(3) *Support and strengthen existing teaching resource centers, and create them where they are lacking.*

(4) *Utilize student evaluations wherever possible as an important part of the total evaluation of a course, instructor, or curriculum.*

(5) *Develop and utilize devices for generating enthusiasm on campuses and within departments for instructional improvement.*

Appendix A.—A Menu of Instructional Strategies and Techniques

The following lists are far from exhaustive; they merely represent examples of the kinds of strategies and techniques that may be explored.

I. INSTRUCTIONAL STRATEGIES

1. "Individualized" and "Mastery" Procedures

1.1. Self-paced. The pace of presenta-

tion and learning of course materials is controlled by the individual student.

1.2. *Modularized.* The material of the course is broken into a number of instructional units or "modules," which are presented (learned/mastered) in a sequence. Usually the modules are sequenced so that more basic material is studied before the student is permitted to proceed to more advanced modules. A module may cover anything from ten minutes' to several weeks' worth of instruction.

1.3. *Self-selected.* Students may be allowed/encouraged to select different instructional goals, and instruction is tailored to achieve those goals. This procedure may involve only one student or a group of students with a common goal.

1.4. *Mastery Modules.* The subject matter is broken into modules (see 1.2) and students must pass a test showing mastery of one module before progressing to the next. Alternative forms of unit tests are available and corrective instruction is given until the student can perform at a specified level on one of the tests. Students are allowed to take unit tests as many times as required without loss of credit. Ultimate mastery of the course material is often determined by student performance on a comprehensive examination at the end of the course or sequence of modules.

1.5. *Grading.* Under a mastery system of learning, students are evaluated in terms of (1) the number of instructional units mastered, (2) final-examination performance, or (3) a confirmation of the number of units mastered and final-examination performance. Students are normally informed at the beginning of the course as to the performance required for a given grade. Grading is specifically not determined by the speed with which units are mastered or the number of attempts at unit tests.

1.6. *Overview.* Individualized/mastery procedures as described above may be used for the presentation of supplementary or remedial material in connection with courses taught by other means, or they may be used for the presentation of a complete course.

Course materials are normally broken

into numerous small units; students interact with units at their own pace. Multiple tests are prepared for each unit of instruction; student proctors often administer the unit tests and suggest any further study indicated. Tests may be taken as often as a student requires/desires without loss of credit. Students must pass one unit test at a predetermined level of proficiency before going on to the next unit.

Individualized/mastery courses can be presented via various instructional media. For example, courses may be offered having one or more of the following:

- Written materials
- Autotutorial slide/tape presentations
- Films
- Computers
- Practical work

2. *Interaction Strategies*

2.1. *One-to-one Interactions.* Provision may be made for frequent one-to-one contact between students and other students, proctors, tutors, TAs, or instructors.

2.2. *Many-many Interactions.* "Warm-ups," "ice-breakers," and supportive discussions are specific kinds of interactions which may be used to prepare a class for more effective participation/learning.

3. *"Funnel" Strategy*

The instructor only presents information, by some means, and it is the students' responsibility to do something with it; that is, the instructor "funnels" knowledge into the heads of students.

4. *"Discovery" Strategy*

Students are provided with an experiential base, examples, or other necessary information, but the final "discovery" of an underlying principle is left to the student. This method contrasts with the technique of stating the principle, giving examples, and then letting the student apply the principle.

5. *Practice and Feedback Strategy*

This strategy seeks to provide frequent practice for students in given target activi-

ties, and provides frequent feedback as to their achievements. Examples of teaching using this strategy include:

(1) language learning in the language laboratory;

(2) increasing the students' skill in analyzing points of view and evaluating evidence, providing frequent opportunity for them to do so, and telling them (quickly, each time, and in detail) how well they did and how they could improve;

(3) frequent, preferably fast, feedback to students on their solutions to sets of mathematical problems.

II. INSTRUCTIONAL TECHNIQUES

1. *Lecture*

Presenting instructional content of a course by talking at students. Usually done live, but may be done by a videotape, audiotape, film, or other medium.

2. *Discussion Groups*

A portion of the class meets, usually with a TA or instructor, to discuss issues, ideas, procedures, etc., from lecture or to go over problem solutions. Also used sometimes for further lecturing, despite its name. Sometimes small-group processes are explicitly designed into the functioning of discussion groups.

3. *Directed Studies*

Individual or group study under the direction of an instructor who provides guidance for students interested in a particular area of study, usually an area of interest and specialization of the instructor. Requirements for unit credit may be flexible and can be negotiated on an individual basis.

4. *Laboratories*

Typically involves students working through preplanned procedures as a way of familiarizing them with specific content and with laboratory or scientific methods. Most frequently found in the natural and social sciences.

5. *Seminars*

Courses with relatively few (usually fewer than 15) students that involve considerable interaction between students themselves, as well as between students and faculty. At upper-division and graduate levels, students are often responsible for preparing and presenting some material to the seminar.

6. *Learning Laboratories and Autotutorial Techniques*

Learning materials are made available in a situation that allows for mutual problem solving among the students and frequently also the possibility of 1-to-1 tutoring from a TA. Learning-laboratory facilities may be used for homework assignments, modularized instruction, or small group work. Autotutorial programs using the learning laboratory may be used to provide essential brush-up on background information, to supplement lectures, or to replace them. These programs may be required or optional. Examples of the types of materials which may be provided within a learning laboratory are: reference materials, models and simulations, slide/tape programs, audiotapes or videotapes of lectures, filmstrips, and simple "hands on" experience (e.g., on the use of a piece of laboratory equipment such as a microscope).

7. *Computer-Assisted Instruction (CAI)*

Can provide students with intensive practice, immediate and detailed feedback, detailed testing and diagnosis of learning problems, and tailoring of corrective instruction. CAI can be used for simulations, problem solving, and exploration of complex multivariate interactions. Graphic displays as well as numeric process capabilities can be used.

8. *Experiential Learning*

Fieldwork, internships, practicums, and working in off-campus situations present the student with opportunities to learn and/or apply basic concepts and technique procedures, and to learn the "intangibles" of real-life situations.

9. Lectures Plus...

Lectures may be presented along with the use of slides, film, overhead projector, demonstrations, or other visual media to illustrate basic concepts or motivate the listeners. Within the context of a lecture course or whole session may be given over to a film, a student presentation, a symposium or a visiting speaker, etc.

10. Instructional Films and Television

10.1. *Student-made Films and Videotapes.* One form of project work is to require students to research and organize material for a filmed presentation.

10.2. *Special Materials.* Instructors can present polished lectures and demonstrations on videotape, and also introduce special material (e.g., a view of the inside of a living human being) not normally available in the classroom. Students can have access to taped material for repeated viewings.

III. COMMENTS

1. Instruction by any of the above techniques and under any of the suggested strategies can be made more effective by:

(a) Getting some information about relevant student characteristics (background, preparation, knowledge, expectations concerning the course, etc.) at the beginning of the course, to allow necessary adjustments in instruction if instructor's prior assumptions are not confirmed.

(b) Communicating to students the major instructional objectives of the course (what they should be able to do after the course that they could not do before), and how their ability to meet the objectives will be assessed.

(c) Getting frequent feedback about quality and degree of student learning through alternative examination techniques, and passing on this information to the students (e.g., in "traditional" courses through quizzes, midterms, final exams; in mastery or modularized courses through monitoring unit exam performance).

(d) Getting frequent, systematic assess-

ment of student opinions concerning the course's instructional procedures, content, and effectiveness in promoting learning (e.g., through brief questionnaires, informal interviews, student "liaison").

2. Some of the instructional strategies mentioned above (e.g., autotutorial techniques) free instructor time making possible higher quality of student-faculty interaction than is possible through "conventional" teaching strategies.

Appendix B.—Teaching and Learning in Higher Education

Annotated List of Selected References

Barzun, J. The Choice Ahead, in *The American University: How It Runs, Where It Is Going*. New York: Harper & Row, 1968, pp. 240-286.

Barzun's concluding chapter presents 67 propositions and suggestions for improving the quality of university education, ranging from practical strategies for structuring courses and streamlining Ph.D. requirements to more philosophical considerations of faculty responsibilities and the definition of learning. Throughout this discussion Barzun challenges the conceptions of education either as the provision of continual stimulation or as an investment, with the faculty as brokers and paper qualifications as the crucial dividends.

Barzun, J. Students or Victims? in *The American University: How It Runs, Where It Is Going*. New York: Harper & Row, 1968; pp. 63-94.

Barzun, drawing upon 45 years experience as a student, scholar, and administrator, discusses the sources of discontent among American college students. This portrait emphasizes the university as an unique institution in order to consider its qualifications as a microcosm of experience and to establish a perspective on student battle cries for "relevance," "values," and "participation." In addition, Barzun examines the cultural forces promoting indulgence at

University of California, Riverside
Graduate School of Administration
Dr. Pfiffner

Winter 1977
7-10 p.m. Mon.
U.C. Davis

Administration 203

ADMINISTRATIVE PLANNING AND POLICY

The purpose of this course is to examine problems and theories of planning and policy at broad societal and interinstitutional levels. The backgrounds of private and public institutions will be reviewed to provide an understanding of the planning and policy perspectives of these institutions.

The course is based on the premise that planning, decision making, and management are activities which have important similarities, even when pursued in different contexts and at different levels. Thus those in business, local government, national government, and the military can learn from each other. This course will draw from all of these areas in its approach to planning and policy making. It will also deal with the interaction of organizations with their environments. Particular attention will be paid to the interaction of the public and private sectors in the United States.

Texts

- Ackoff, Russell L., A Concept of Corporate Planning (New York: Wiley-Interscience, 1970).
Hirschman, Albert O., Exit, Voice and Loyalty (Cambridge, Mass.: Harvard University Press, 1970).
Kneese, Allen V. and Schultze, Charles L., Pollution, Prices, and Public Policy (Washington: Brookings, 1975).
Levine, Robert A., Public Planning: Failure and Redirection (New York: Basic Books, 1972).
Reagan, Michael D., The Managed Economy (New York: Oxford University Press, 1963).

Evaluation

Evaluation will be based on performance on several assignments and oral participation in class. There will be two written assignments: a critical book review of approximately five pages and a longer analysis of a planning problem. A special handout will explain more fully these assignments.

The approximate weight of the several evaluation components will be: critical book review, 20%; planning analysis, 40%; final examination, 30%; class participation, 10%.

Course Outline and Assignments

I. The Nature of Planning: Pitfalls and Palacies

Assignment:

Levine, Public Planning

Recommended:

Benveniste, Guy, The Politics of Expertise (Berkeley: Glendessary Press, 1972).

Mayer, Robert, et al., Centrally Planned Change (Urbana: University of Illinois Press, 1974).

Rivlin, Alice M., Systematic Thinking for Social Action (Washington: Brookings, 1971).

Wildavsky, Aaron, "Does Planning Work?," The Public Interest, Vol. 6 (1970-71), pp. 95-104.

_____, "If Planning is Everything, Maybe It's Nothing," Policy Sciences, Vol. 4 (1973), pp. 127-153.

II. Organizational Decision Making

Assignment:

Allison, Graham T., "Conceptual Models and the Cuban Missile Crisis," The American Political Science Review, Vol. 63 (September 1969, pp. 689-718).

Lindblom, Charles, "The Science of 'Muddling Through'," Public Administration Review, Vol. 19 (Spring 1959), pp. 79-88.

Janis, Irving L., "Groupthink," Psychology Today (Nov. 1971) p. 43.

Recommended:

Braybrooke, David and Lindblom, Charles E., A Strategy of Decision (New York: Free Press, 1970).

Feldman, Julian and Kanter, Herschel E., "Organizational Decisionmaking," in James G. March, Handbook of Organizations, Ch. 14, pp. 614-649.

Steinbrunner, John D., The Cybernetic Theory of Decision (Princeton University Press, 1974), Part I.

Janis, Irving L., Victims of Groupthink (Boston: Houghton Mifflin Co., 1972).

III. Organizational Strategies and Goals

Assignment:

Ackoff, A Concept of Corporate Planning.

Cyert, Richard M. and March, James G., A Behavioral Theory of the Firm (Englewood Cliffs, N.J.: Prentice-Hall, 1963), Ch. 6. pp. 114-127.

Recommended:

- Georgiou, Petro, "The Goal Paradigm and Notes Toward a Counter Paradigm," Administrative Science Quarterly (September 1973), p. 291.
- Gross, Edward, "Universities as Organizations: A Research Approach," American Sociological Review, Vol. 33 (Aug. 1968) pp. 518-544.
- Mohr, Lawrence B., "The Concept of Organizational Goal," APSR, Vol. 67 (June 1973), pp. 470-481.
- Thompson, James D. and McEwen, William J., "Organizational Goals and Environment: Goal-Setting as an Interaction Process," ASR, Vol. 23 (1958), pp. 23-31.
- Perrow, Charles, Organizational Analysis: A Sociological Review (Belmont, Ca.: Wadsworth, 1970), pp. 133-174.

IV. Organizations public and private - can economists and political scientists learn from each other?

Assignment:

Hirschman, Exit, Voice, and Loyalty.

Recommended:

- Ansoff, H. Igor, Business Strategy (Middlesex, England: Penguin Books, 1972).
- Buchele, Robert B., The Management of Business and Public Organizations (New York: McGraw-Hill, 1977).
- Cyert, Richard M., The Management of Nonprofit Organizations (Lexington, Mass.: D.C. Heath, 1975).

V. How can the public sector evaluate its activities without a market system?

Planning Programming Budgeting Systems: theory and experience

Assignment:

- Schick, Allen, "System Politics and Systems Budgeting," Public Administration Review, Vol. 29 (1969), pp. 137-151.
- _____, "A Death in the Bureaucracy: The Demise of Federal PPB," PAR, Vol. 33 (Mar/Apr 1972).
- Tansik, David A. and Radnor, Michael, "An Organization Theory Perspective on the Development of New Organizational Functions," PAR Vol. 31 (1971), pp. 644-652.
- Wildavsky, Aaron, The Politics of the Budgetary Process (Boston: Little, Brown, 1975) 2nd edition, Ch. 6, pp. 181-208.

Recommended:

- Lyden, F.J. and Miller, E.G., Planning, Programming, Budgeting: A Systems Approach to Management (Chicago: Markham, 1967).
- Mosher, Frederick C. and Harr, John E., Programming Systems and Foreign Affairs Leadership (New York: Oxford University Press, 1970).
- Novick, D., Program Budgeting: Program Analysis and the Federal Government (Washington: Government Printing Office, 1966)

- Schultze, Charles L., The Politics and Economics of Public Spending (Washington: Brookings, 1968).
Hindrichs, Harley H. and Taylor, Graeme M., Program Budgeting and Benefit-Cost Analysis (Pacific Palisades, Ca.: Goodyear, 1969).
Wildavsky, Aaron, Budgeting (Boston: Little Brown, 1975).

VI. Internalizing Externalities: public strategies to improve the market system

Assignment:

Kneese and Schultze, Pollution, Prices, and Public Policy

Recommended:

- Art, Robert J., The TFX Decision (Boston: Little Brown, 1968).
Olson, Mancur, The Logic of Collective Action (New York: Schocken Books, 1971).
Galbraith, John K., Economics and the Public Purpose (New York: New American Library, 1973).
Okun, Arthur M., Equality and Efficiency: the Big Tradeoff (Washington: Brookings, 1975).

VII. National Planning and the Private Sector: the managed economy

Assignment:

Reagan, The Managed Economy

Recommended:

- Cohen, Steven S., Modern Capitalist Planning: The French Model (London: Weidenfeld and Nicolson, 1969).
Gross, Bertram M., "Planning in an Era of Social Revolution," Public Administration Review (May/June 1971), pp. 259-297.
_____, "National Planning: Findings and Fallacies," PAR (December 1965).
Schonfield, Andrew, Modern Capitalism (New York: Oxford University Press, 1965), Part II.
Institute for Contemporary Studies, The Politics of Planning (San Francisco, 1976).

(See Bibliography, 1932)

Investigate for contemporary changes. The Politics of Economic
Development (1932). Part II.

Geography and the Modern Settlement (New York: Oxford
University Press, 1932).

"Economic Geography: Principles and Problems". By
Hugo Wernicke. (New York: 1931). Pp. 320-330.
Covers: Part I. "Economic Geography as a Science of Social Organization".
(London: Methuen and Co., 1932).

Corbin, Charles S. Modern Settlement Patterns: The French Model
Recommended.

Wernicke, Hugo. Economic
Geography.

III. Economic Geography and the Future of the United States

Wernicke, Hugo. (1932).

Oxford, Charles S. Economic and Political Geography: The New
(New York: New University Press, 1932).

Geography and the Modern Settlement (New York: Oxford
University Press, 1932).

Oxford, Charles S. The Future of Economic Geography (New York:

Wiley, 1932). The New Geography (London: George Allen & Unwin, 1932).
Recommended.

Wernicke, Hugo. Economic Geography: Principles and Problems
Recommended.

Wernicke, Hugo.

IV. International Economic Geography: Economic and Political
Geography.

Wernicke, Hugo. Economic Geography (London: George Allen & Unwin, 1932).
Recommended.

Wernicke, Hugo. Economic Geography (New York: Oxford University Press, 1932).

Wernicke, Hugo. Economic Geography (New York: Oxford University Press, 1932).
Recommended.

Wernicke, Hugo. Economic Geography (New York: Oxford University Press, 1932).

Wernicke, Hugo. Economic Geography.

University of California, Riverside
Department of Political Science
Dr. Pfiffner

Winter 1977
TuTh 4-5:30
1111 Watkins

Political Science 105

AMERICAN ADMINISTRATION: POLITICS AND POLICY

Political Science 105 will examine the administration of public policy in the United States. In the past, administration has been thought of as something apart from politics, as merely the carrying out of policies arrived at through the political process. This course is based on the premise that such distinctions are artificial and that politics and administration are inextricably intertwined. Thus we will examine the interaction of the national governmental bureaucracy with Congress, the President, and the Courts. We will also consider the interaction between governmental institutions and private organizations by examining the activities of interest groups and regulatory agencies. Finally, we will deal with interactions among different levels of government in our federal system.

Texts

Lutrin, Carl E., and Settle, Allen K., American Public Administration: Concepts and Cases (Palo Alto: Mayfield, 1976).
Polsby, Nelson W., Congress and the Presidency (Englewood Cliffs, New Jersey: Prentice-Hall, 1976), 3rd edition.
Wildavsky, Aaron B., and Pressman, Jeffrey L., Implementation (Berkeley: University of California Press, 1973).

Evaluation

Evaluation for the course will be based on a final examination (40%), a midterm exam (25%), a critical book review (25%), and class participation (10%).

Course Outline and Assignments

I. Introduction: the American Political System

Assignment: Lutrin, Ch. 1,2,3; Polsby, Ch. 1.

Recommended:

Murray Edelman, The Symbolic Uses of Politics

II. Congress

Assignment: Polsby, Ch. 3,4,5.

Recommended:

Louis Fisher, President and Congress

David R. Mayhew, Congress: the Electoral Connection

Gary Orfield, Congressional Power: Congress and Social Change

III. The Presidency

Assignment: Polsby, Ch. 2.

Recommended:

Stephen Hess, Organizing the Presidency
Richard Neustadt, Presidential Power
Richard Nathan, The Plot That Failed: Nixon and the Administrative Presidency
John Dean, Blind Ambition

IV. The Judiciary

Assignment: Lutrin, Ch. 4,6.

Recommended:

David Adamany, "Legitimacy, Realignment Elections, and the Supreme Court," Wisconsin Law Review Vol. 1973, No. 3.
C. Herman Pritchett, The American Constitutional System
Samuel Krislov, The Supreme Court in the Political Process

V. The Bureaucracy

Assignment: Lutrin, Ch. 8,9.

Recommended:

Francis E. Rourke, Bureaucracy, Politics, and Public Policy
Randall Ripley and Grace Franklin, Congress, the Bureaucracy, and Public Policy
Harold Seidman, Politics, Position, and Power
*Herbert Kaufman, Are Government Organizations Immortal?

VI. Budgeting

Assignment: Polsby, Ch. 6; Lutrin, Ch. 5.

Recommended:

Aaron Wildavsky, The Politics of the Budgetary Process
Aaron Wildavsky, Budgeting
Louis Fisher, Presidential Spending Power
Charles Schultze, The Politics and Economics of Public Spending

VII. Regulatory Agencies

Assignment: Wildavsky - entire.

Recommended:

*Roger Noll, Reforming Regulation
Louis Kohlmeier, The Regulators

VIII. Pressure Groups

Recommended:

Harmon Zeigler and Wayne Peak, Interest Groups in American Society
Graham Wootton, Interest-Groups

IX. Federalism

Assignment: Lutrin, Ch. 10, Polsby, Ch. 7.

Part of course can be asking how people respond to different incentives, exemplified by choosing:

Leave policy

Tax policy

Incentive plans w/in orgns.

~~#~~
Students

Characteristic faults of public enterprise. Nothing so simple as 'graft' & 'bureaucracy'. CIA vs. MS

Use of Tax Econ. in courses.

Object of tax policy is optimally to motivate & constrain the taxpayer.

So is lease policy.

Hence each one serves to illustrate econ. & admin.

203

Admin 200
Micro } Mc Guigan & Moyer - Buy
Ferguson & Gould - ~~Buy~~ Reserve
Manfield Reserve
Macro } Dermot & Mc Donnell - ~~Buy~~ Reserve
Ross - Reserve

Admin 203

James E. Anderson, Public Policy Making
The Economic Report of the President, Current.

Reserve

Raymond A. Bauer & Kenneth J. Gergen, eds,
The Study of Policy Formation

Ch. 2 by Zetschauer & Schaefer is meaty & long

Ch. 3, Stahl recommends, too.

Russell Cirkoff, A Concept of Corporate Planning,

Insightful, anecdotal. Might have + have read many
such books — Drucker, Vickers, etc etc etc. Lawrence Peter,
Townsend, JN Parkinson

Admin. 203

Policy Formation
Planning
Managing
Strategy

Admin 203, Reserve, Cont.

Frank T. Paine & Wm. Newman, Org. Strat. & Policy,

Text is mostly platitudes.

For some case studies, e.g. SP Land Co. Biased pro. co.
also, other case studies.

A.O. Hirschman, Exit, Voice, & Loyalty

~~Economic Report of the President~~

Robt. A. Levine, Public Planning. Easy going, good natured, commonsense ideas, but not ~~very~~ original -- Wash. groupthink, Demo. variation, 1972. But with
Haweman & Hamrin | a healthy appreciation for the market
and the need for programs to recognize it.

203

Ackoff, Arnsperger

Conflicting strategies & goals

Common objectives among conflicting clients. Resolving conflicts.

Consumers; inputs; & the org. are the 3 clients

Public problem is messy output

Priv. " " raising money, etc. inputs

Emery & Trist, Causal Texture of Org. Env.

Mars comes in as forecasting tool.

Planning entails maintaining flexibility.

Ackoff, adaptive planning

How to meet a payroll

Use incremental strategy

Limitations to rational mgmt.

Risk mgmt. - not taught elsewhere.

This is course where you learn to think as a mgr. ^{goal.}

- Force them to devise strategy to satisfy various clients.
- " " " plan. They're used to theorizing.

Construct a work plan.
Write a report

Case approach. E.g. the energy crisis.

- A. Identify alt. plans.
- B. Implement one.

Encourage them to pick their own project.

Group projects possible (they are more work)

Course map lacks behavioral objectives of student.

✓ { Policy is what you're going to do
Play is how it.

Assignment: write a report, telling what we should do,
& how do it.

Only, give many short cases, ask for short
answers. By Tues. or you miss the boat.

Ed. ask them to describe goals of 3 interest groups
involved.

Admin. 203

My background - has already been supplied.

Wrong time to be raising this qn. I'm not here to sell myself.

Resource eco

Forest mgmt.

Water & ground water mgmt

E.R.T. Timing of prodn.

Soil cons.

Pollution control, concerns.

Paper for Th. & Co. on objectives of Govt. Pol. re Mineral Leasing
Timing (R/M/S) of eng. works & replant.

Taxn

Prop. tax

Inc. tax & land

Have worked w. Fortune, & as editor, -- journalistic background

My skill is ~~cutting~~ ^{identifying & articulating} ~~the~~ fog-cutting, communication

- ~~expressing~~ ^{identifying & articulating} the main points
- keeping things comprehensible
- ~~reconciling~~ by passing conflicts ~~that have no substance~~
- reconciling conflicts that do
- organizing info.

Am ext. w. more than normal track record in exhaustible res.

Am policy-oriented, practicality-oriented

Have worked w. & around govt., interface betw. govt. & profnl.

executive -